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# EDUCATION

IN

## THE SOCIETY OF FRIENDS

PAST, PRESENT, AND PROSPECTIVE.

BY

EDWARD PARRISH.

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'Tis education forms the common mind;  
Just as the twig is bent the tree's inclined.

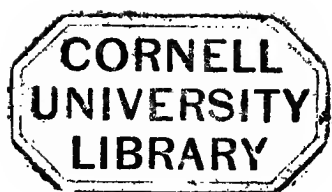
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# EDUCATION

IN THE

## SOCIETY OF FRIENDS.

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### INTRODUCTORY.

THIS essay is addressed to the members of the Religious Society of Friends, and to that numerous class who are descended from or affiliated with them.

A portion of it will be found especially applicable to those who, having inherited estates or prospered in business, have incurred the responsibilities attendant on the possession of means beyond their own needs.

Many such are free from the cares and expenses of a family, and hence naturally seek channels of beneficence into which to direct their surplus means. Others, having children, are sensible of the risks and responsi-

bilities connected with their education, increased by the prospect of an estate sufficient to remove from them the necessity of active industry and thrift. Such are especially interested in providing facilities for guarded education, thus raising the standard of moral and intellectual culture in the community, while securing opportunities for their own immediate descendants.

The general extension of an elementary education among the masses is justly regarded as an essential element of the republican system. Its universal application has proved an inestimable boon to the Northern States—the absence of it, a prolific cause of evil in the South; and yet, is there not danger of our ideas being limited in regard to the education of our children by acquiescence in the comparatively low standard generally prevalent in the public schools?

Every one must feel that without that moral culture and restraint which home education is supposed to supply, the Common School, as provided by the State, falls far

short of fitting the pupil for the duties of life, or even qualifying him as a good citizen ; even in the matter of intellectual culture, these schools, as a class, fall far short of furnishing a good education.

The child is by nature absolutely ignorant of the laws of its physical, intellectual, and moral being and of the world into which it is born ; and the extent to which it will acquire a full and complete development will be greatly dependent upon the bent given to its early aspirations and the advantages with which it is surrounded. In a few exceptional instances what men call genius gleams out from obscurity, and overcoming every obstacle asserts a pre-eminence which the world is brought to feel and acknowledge ; but this is far from the ordinary history of the human mind.

It is by the stimulus of contact with active minds that the powers of the young are most obviously called forth, and, in general, in proportion to the talent and culture of those with whom it is early associated will be the progress of the forming and growing intellect.

The same remarks apply in a degree to the moral sense of children. Born negatively innocent, they sometimes display remarkable aptitude for appreciating and embracing truth. As in the one case genius may gleam forth with unexpected brilliancy from the least promising surroundings, so in the other the warmth of Divine love and the light of inspiration may be kindled in hearts least prepared by human culture. Yet the principle holds good, that the influence of the loving parent or teacher, full of affectionate counsel and admonition, and displaying daily and hourly fruits of righteousness and purity, is by far the strongest agency in promoting the moral and religious advancement of the young. Who cannot trace to such an influence much of the good existing in himself?

The simultaneous and complete development of the moral and intellectual nature of his offspring, not forgetting a due regard to physical culture, is the great object of every intelligent and conscientious parent, and as

he looks to the means at his disposal to promote it, his thoughts most naturally turn to the Religious Society with which he is connected. It is indeed one of the highest and most important objects of religious organization to furnish those facilities for moral and intellectual improvement which are beyond the range of the family circle.

Friends have peculiarities, not of manners and forms only, but of principle, which are especially obvious in the moral training of their children. Without stating these in detail, it may serve our purpose to refer to a single feature in the faith of our Society, which all will recognize. It is that of the innate innocence of children, as contradistinguished from the dogma of original sin, as held by most orthodox churches.

This furnishes the key to that method of development which is beginning to be recognized by enlightened educators in and out of the Society,—the method which encourages and cultivates the best traits of character in the child, rather than attacks violently what

may seem its unfavorable features of disposition. Caution, admonition, restraint, and even punishment, are occasionally necessary in dealing with the inexperienced and sometimes perverse, but to secure the affection and confidence of youth, to call into activity good motives and high aims, is by far the most easy and radical process of culture and development. It is a method peculiarly in accordance with the genius of Quakerism,—peculiarly favorable to the growth of that peaceable spirit which should distinguish the Society of Friends.

The sense of right and wrong present in the child from the early dawn of intelligence—the feeling which brings happiness for good and pain for wrong-doing—the swift witness—the light within—is pre-eminently recognized by Friends, and constitutes the basis of their moral teaching. If communicated to children in its simplicity, unincumbered by forms of expression which they cannot understand, it will answer to their experience, and furnish a means of moral training before



which all external restraints and physical punishments fade into insignificance.

Strengthened by faith and enlightened by sound reason, this principle becomes a controlling influence through life, and the firm basis of a pure and indwelling piety.

The present tendency of reform in intellectual culture is peculiarly in harmony with the views of Friends. The question, "What knowledge is of most worth?" so ably answered in the recent popular essays of Herbert Spencer and others, was discussed forty years ago by Jonathan Dymond, a standard writer among Friends, whose "Essays on the Principles of Morality" should be in the hands of every student, and much the same conclusions were arrived at by him. Although in his days education, which had so long lain undisturbed on "the dregs of time," was the same as "before England had a literature of its own, and when Greek and Latin contained almost the sum of human knowledge," yet he forcibly advocated the idea that, "in general, science is preferable to literature,—the

knowledge of things to the knowledge of words," and sketched a practical system of education adapted to the "middle ranks of society; that is, to the ranks in which the greatest sum of talent and virtue reside, and by which the business of the world is principally carried on."

There is doubtless some ultraism in the advocacy of modern schemes of educational reform; the ancient system of classical instruction must be admitted to have merits as a means of cultivating the memory and exercising the reasoning powers, which commend it to the favor of experienced teachers; but it is certainly out of the reach of the masses; and it seems to me the more liberal education is popularized, the more the classics must give way to the natural and physical sciences, which are calculated to furnish inexhaustible objects of profitable study and contemplation, besides being applicable to innumerable uses in practical life.

Nothing need be said in this connection in advocacy of liberal education for women.

Friends, of all sects, should be foremost, not only in throwing open the facilities at their command equally to both sexes, but in associating young men and girls in the lecture-room, the class-room, the lyceum, and, under proper supervision, in all appropriate plays and sports. It is fitting that they should grow up together in natural and mutually profitable intercourse; and ample experience shows that many of the evils of boarding-school and college life are thus materially lessened or entirely obviated.

It is not the purpose of this essay to appeal to any purely sectarian feeling—the matter in hand is of public and practical importance; but the author cannot ignore the force of those considerations which address themselves peculiarly to those connected with the Society of Friends.

To such as sincerely love and cherish the Society, and adhere intelligently to the spirituality of its faith and the simplicity of its forms, the object of the present essay cannot fail to commend itself; but there is a large

class of nominal members and adherents of the Society, cherishing it through respect for its past history and its present high character, who yet feel little interest in its testimonies and little qualification for participating in its work. Such are invited to an examination of the subject of this essay. Its writer does not believe that the Society of Friends has outlived its usefulness, but, on the contrary, he maintains that in the matter of the education of youth, if in no other particular, it has an important sphere of usefulness and of duty.

More than two hundred years have passed since George Fox charged those who had been gathered chiefly through his ministry, to mind the light in their consciences. During most of this long period, those drawn into religious fellowship as Friends have exercised an influence for good which few of the present generation will gainsay. Mainly through their instrumentality the great doctrine that "God has come to teach his people himself," has been infused into religious teaching gen-

erally; through faithfulness to their enlightened convictions, liberty of conscience has been acknowledged, both in our own country and Great Britain, and powerful testimonies have been maintained against priestcraft and all oppression of the bodies and souls of men; against war with its barbarous and sinful concomitants; against intemperance, oaths, and many of the evils which afflict mankind. Both in Europe, where the organization of society at large was in direct antagonism to that Christian democracy which they preached, and in the Colonies of America, where their liberal institutions early developed a vigorous growth, these revivers of primitive Christianity gave a powerful impulse to enlightened and humane principles, the value of which is now recognized by many in all the Protestant sects.

It cannot be denied that this once powerful and united body, the representative of great and vital truths, has fallen a prey to the spirit of scism, and now exhibits the weakness which is an inevitable result. With a

basis broad enough to take in every degree of Christian growth and experience, and an organization designed to secure perfect equality of rights among its members, it has not failed to illustrate the wickedness of intemperate zeal and proscriptive intolerance; the result, in great measure, of ignorance and prejudice—of a traditional rather than an intelligent appreciation of its principles. May we not hope that this last half of the nineteenth century will yet see the several fragments of the Society of Friends honestly burying past differences, rising above mere verbal standards of belief, and moving earnestly forward in the practical work of our day; each seeking its appropriate sphere of duty, and all willing to co-operate in the great labor of elevating the standard of morals and religion in the community?

## THE PAST.

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### The Early Friends.

NOTWITHSTANDING the generally low state of education among the masses in England, at the period of the first rise of the Society of Friends, there are evidences that the early Friends generally were not deficient in respect for liberal learning, while there were many conspicuous instances among them of great literary and scholastic attainments.

It has been often remarked that the mission of George Fox, himself an illiterate man, was rendered more widely useful through the men of enlarged education who were among the early converts to his faith. This is doubtless equally true of the labors of those earnest and eloquent reformers by whom he was surrounded,—men who shook all England with their preaching, but many of whom have left

to posterity no direct record of their views and opinions. It is mainly through Robert Barclay, Isaac Penington, and William Penn, all men of deep erudition, and each representing a somewhat different phase of religious opinion, that we are made acquainted with the principles and tenets of Friends in their day, and their works have even come to be regarded in our time in the light of standards of doctrine and practice.

Of these eminent characters, Robert Barclay was conspicuous for "great talents highly improved by education and seasoned by Divine grace;" and, although his life was cut short in his forty-second year, his services in establishing and strengthening the foundations of the sect to which he was an early convert, and the extensive research displayed in his works, and the great learning with which he elucidated his views of Christian doctrine, have gained him a high place in the history of the stirring times in which he lived.

Isaac Penington was distinguished from



childhood for remarkable piety and spirituality, and having been very early converted to Quakerism, became an eminent instrument in advancing the great work to which he was called. As an evidence of the educational condition of the circle in which he moved, the experience of Thomas Ellwood, who, when quite young, was intimate in his family, possesses considerable interest.

Deploring his own want of learning, through neglect of early opportunities, of which want he was not rightly sensible until he came among Friends, Thomas Ellwood says: "But I then both saw my loss and lamented it, and applied myself with the utmost diligence at all leisure times to recover it, so false I found that charge to be, which in these times was cast as a reproach upon the Quakers that they despised and derided all human learning." This was said "because they denied it to be essentially necessary to a Gospel Ministry, which was one of the controversies of the times."

Desiring to pursue his classical studies,

Thomas Ellwood, through his friend Isaac Penington, was introduced to the poet Milton, who, then wholly blind, received him at his apartments in London to read to him in such of the classics as he should appoint. After greatly improving himself, he became competent to instruct the children of Isaac Penington, by whom he was employed as tutor. He became one of the best writers among his contemporaries.

The biography of William Penn, which we have not space to dwell upon in this essay, should be studied, not only by every young man in the religious society in which he was an eminent member, and in the great Commonwealth he founded, but by all who would contemplate an example of unsullied purity of character combined with great talents, liberal education, and a sphere of usefulness such as has opened to few men in history.

In direct relation to our subject, a single paragraph may be quoted from his well-known letter to his wife in regard to the education of their children: "For their learning,

be liberal, spare no cost, for by such parsimony all is lost that is saved; but let it be useful knowledge, such as is consistent with truth and godliness, not cherishing a vain conversation or idle mind, but ingenuity mixed with industry is good for the body and mind too."

### English Schools.

As early as 1667, we find George Fox recommending the establishment of two boarding schools,—one for boys and one for girls; and in 1680, he mentions visiting them. At the boys' school, at Waltham Abbey, both ancient and modern languages were taught, as recommended during successive years by the London Yearly Meeting. Advice was further extended, "that young men of genius in low circumstances be furnished with means to procure requisite education; and in forming the character, the social animal being must not be overlooked, but the arts and sciences, which might fit him to perform his duties,

better his condition, and supply his wants, must be included." The Shacklewell School for young men and girls, which was nearly contemporaneous, was established "for the teaching of whatsoever things were civil and useful in creation."

Somewhat in accordance with this is the design so quaintly expressed in the bequest by which George Fox conveyed to Friends the property at Fair Hill, Philadelphia, now associated with tender memories as the resting-place of many of our departed—"for a meeting-house and school-house and a burying-place, and for a play-ground for the children of the town to play on, and for a garden to plant with physical plants for lads and lasses to know simples and learn to make oils and ointments."

Among the earliest Friends' schools in England were the one at Gildersome, in Yorkshire, and "Friends' School-house and Work-house," at Clerkenwell, an out-parish of the City of London, the latter supported almost entirely by Friends of London Quarterly

Meeting. This was connected with a kind of alms-house for the accommodation of Friends in necessitous circumstances, which is mentioned by the eminent Dr. John Fothergill, in a publication issued by him, as one of the reasons of its want of entire success.

It was in the London Yearly Meeting of 1778, that the establishment of one central school to meet the wants of the Society was determined upon, and the property was purchased at Ackworth, in Yorkshire, about one hundred and eighty miles from London, where the school still so widely known and valued was established. In 1779, Ackworth School was opened with seventy male and fifty-three female pupils; the number was afterward increased to near three hundred; and, according to the report for 1862, was in that year two hundred and ninety-six. Although the branches taught were originally only the English language, writing, and arithmetic, the grade of instruction has been gradually elevated to meet the demands of the times, and there can be no doubt that the influence

of this institution has been of incalculable advantage, not only to individuals, but to the Society by which it has been fostered and endowed.

### American Schools.

The founder of Pennsylvania, during the year after his arrival in his province, engaged the services of a teacher to open a school in Philadelphia, and in 1697 he founded the school, still in existence, though removed from its former well-known locality in Fourth Street below Chestnut, under care of "The Overseers of the Public School founded by Charter in the Town and County of Philadelphia, in Pennsylvania." In this school Latin and Greek and mathematics were early taught. Through a long course of years not a few of the eminent citizens of Philadelphia have in it realized the truth inscribed upon its corporate seal—"Good instruction is better than riches."

It has been often observed that the meeting-houses erected by our forefathers through-

out the agricultural sections of Pennsylvania and New Jersey are connected, in many conspicuous instances, with ample school-houses, —monuments of the zeal of those pioneers in this new land to associate with the religious element in their polity suitable provision for intellectual training.

The example set by English Friends in the establishment and endowment of Ackworth School was soon followed in the infant States of America. A pamphlet by Owen Biddle, printed in Philadelphia in 1790, was specially devoted to the advocacy of a school, to be established “within the limits of the Yearly Meeting for Pennsylvania and New Jersey.” Already a Friends’ school of limited extent had been maintained at Nottingham, Chester County; but the views advocated in this publication were comprehensive, and with “a just sense of the importance of some such establishment,” and of the ability of the Society to erect and maintain it, the author zealously bespeaks the aid of the wealthy in large donations, and of all, according to their means,

to build up an institution which would be "extensively useful, attract the attention of the Society at large, and add a reputation to it."

A long and persistent labor was necessary to awaken the minds of Friends to the subject, and it was not until 1799 that West-Town Boarding School was opened. The history of this concern, as gathered from the unpublished correspondence\* of those who carried it through, would occupy more space than comports with the scope of this essay; but the result accomplished is full of encouragement to those who would now seek to disturb the apathy and overcome the opposition toward an institution aiming at the improvement and elevation of thousands yet unborn.

During the sixty-six years which have elapsed since West-Town was opened, about five thousand one hundred and fifty girls and three thousand nine hundred and fifty boys

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\* Some of these letters, now in the hands of a Friend, are of considerable interest, and it is hoped they will at some future time be made public.



have participated in its advantages,—an aggregate of nine thousand members of the Society of Friends. Who can estimate its influence in furnishing the minds and forming the characters of these?

The history of the establishment of the “New England Yearly Meeting Boarding School” is closely connected with the biography of Moses Brown, of Providence, R. I., described by his contemporaries as “a judge, a counsellor, an elder, worthy of double honor.” As early as 1780, it appears a subscription was opened, to which he was a liberal contributor, “for the establishment of a school for the more select and guarded education of Friends’ children;” but the means of Friends being generally limited, and the sums subscribed mostly small, it was not until 1784 that the school was opened. After four years, it was discontinued on account of the inadequacy of its funds, and what remained of the principal was invested and increased by some additional contributions, until in 1814 Moses Brown offered to the Yearly Meeting forty-

three acres of ground at Providence, since augmented by a bequest in his will of another lot of land near the premises; an additional effort being now made to increase the interest and active co-operation of Friends, the buildings were erected, and in 1819 the school was opened. Its venerable patron died in 1836, aged nearly a century, and the institution has grown and prospered, continuing to diffuse its benefits to large numbers to the present time, and its numerous alumni, at their annual meetings attest their love and gratitude to their Alma Mater.

Among those in former generations with whom the subject of the literary and religious education of children was one of life-long interest, was Joseph Tallcot, of Dutchess County, New York, who, while at times engaged as a teacher from a sense of duty, was a zealous advocate of associated action to extend the blessings of education among Friends generally. From Nine Partners' Preparative Meeting, of which he was a member, a proposition went up, through the regular channels,

to the Yearly Meeting of New York, in 1794, as a result of which the Nine Partners' Boarding School was opened in 1797: it was soon filled with children from various parts of New York, and from a few places more remote. The reminiscences of this institution as related by some of its early pupils, still living, while they exhibit in a striking manner the vast improvements in literary and scientific education during sixty years, show the happy results of the religious care and concern of those having Friends' schools in charge in those primitive times.

"Fairhill Boarding School," established by subscription about the year 1820, by Baltimore Yearly Meeting, was in successful operation as a "Yearly Meeting School" about ten years; it has been, of late, in private hands, somewhat under the auspices of the Society.

With these brief notices, we conclude the sketch of the more ancient Friends' schools, and come down to our own times, in search of evidences of zeal for the culture and advancement of the young.

## THE PRESENT.

TURNING from the efforts of our forefathers to surround their children with educational advantages, we are compelled, at the outset, to acknowledge that the rapid strides which have been made by the community at large have left the Society of Friends, as a whole, far in the background.

Since the unhappy division in 1827, which has been characterized by a leading statesman of Pennsylvania as "the greatest misfortune which ever happened to the City of Philadelphia," that portion of the Society which embraces much the largest number of members within the limits of Philadelphia, New York, and Baltimore Yearly Meetings, has not a single institution calculated to centralize the learning and science of the Society, and to foster and encourage liberal education—not one in which our children can obtain the advantages of a really liberal education

under circumstances favorable to their becoming attached to the religious organization of which they are members.

The inquiry as to what Friends' schools within the reach of our members are best adapted to impart a liberal education, brings into view several of the ancient seats of learning already referred to; these, with several others established in our time, may be mentioned under the following head:

### Schools of Orthodox Friends.

The doors of "West-Town" are closed, on purely technical grounds, against many of those who are sincerely desirous to acquit themselves worthily as Friends, and whose ancestors contributed largely to its establishment and endowment, entitling them, in equity, to its benefits.

"Friends' Yearly Meeting School" at Providence, R. I., is not so restricted, and continues to receive some of the Friends' children excluded from West-Town; though remote

from the largest settlements of Friends, it is worthy the attention of parents who desire to place their children, of either sex, under sound instructions in a healthful and pleasant location.

“Friends’ Academy,” at Union Springs, Cayuga County, N. Y., established in 1858, chiefly through the energy of John J. Thomas, of that place, and since taken in charge by the New York Yearly Meeting of Orthodox Friends, is a young and growing institution, open to all who are willing to conform to its rules.

“The Howland Institute,” of the same place, is confined to young women and girls; it is yet in its infancy, but, from the liberality displayed in its endowment and the excellent auspices under which it has been commenced, we may anticipate for it a career of extended usefulness in the future.

For some years past a limited number of our young men have resorted to Haverford College, which, though originally established as a “select school,” was found to require

support from outside the pale of that part of the Society by whose members it was erected. This institution is a monument to the zeal and liberality of its founders, and, during near thirty years in which it has been in operation, has sent forth many young men of solid classical and mathematical attainments. It is, however, too expensive an institution, and too limited in its scope, to meet the views of the great mass of Friends, besides being confined only to one sex.

Earlham College, located at Richmond, Indiana, is another and more recent evidence of the enterprise of that portion of the Society, which, perhaps partly from retaining its connection with English Friends, and enjoying their counsel and assistance,\* has sought to bring some, among the generations to come, under friendly influences, while imparting to them the blessings of liberal learning.

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\* Joseph John Gurney, during his tour in the Western States, aided the establishment of this institution, which bears the name of his estate in England, by a liberal donation.

Though controversies have embittered the past, and different forms of expression, and even different modes of faith, which have existed in the Society from its rise, have, through the divergence caused by the spirit of controversy, put barriers between those once united as Friends, surely all can rejoice when the zeal of the Society takes a practical direction toward the development of the intellectual powers, and the consequent diffusion of more enlarged and liberal views among those who are to come after us.

### Private Boarding and Neighborhood Schools.

In this review of educational advantages—past and present—we must not overlook the private boarding schools kept by Friends, some of which have a high reputation far beyond the limits of the Society, or the day schools under the care of Monthly Meetings, of which those in the Cities of New York, Philadelphia, Baltimore, Wilmington, Del., West Chester, Pa., and a few other places, are especially worthy of mention.



The policy of confining these schools to members of the Society has generally, of latter years, been superseded by that of excluding no pupils of good character who are willing to conform to the rules. While this, without due care, may produce overcrowding in Friends' schools, it has the advantage of securing larger remuneration to the teachers and improved facilities for instruction; the benefits are also diffused and good feeling promoted on the part of those of other denominations. It has been found, under this liberal policy, that Friends' schools, when well conducted, overflow with pupils, notwithstanding there are plenty of free schools near at hand.

The eminent success of these day schools in the cities is cause of encouragement to the Society to improve and extend the educational advantages furnished in smaller towns and in agricultural districts,—to secure the very best of teachers, and to pay these well in view of the onerous duties of their calling, the high moral and intellectual qualities it requires, and the responsibilities it imposes.

Viewed with reference to the opportunities they afford for moral and religious instruction, and to their possible influence in perpetuating and extending the Society, these schools can hardly be overestimated. The spectacle of so large a number of intelligent and bright countenances as are assembled from these schools at meetings for worship, has been the occasion for many fitting words of counsel from Friends in the ministry, and has frequently been remarked upon as most inspiring to such as are advancing in life, and naturally look with emotion upon those who in their turn must follow them.

### Culture of the Soil versus Mental Culture.

It is deplorable that many in the agricultural communities which constitute so large a portion of the membership of the Society of Friends in America, evince quite as much interest in the cultivation of the soil, and in realizing its products, as in the development of the minds of their children.

Such are satisfied with the elementary schools maintained at public expense, none of which reach a high ideal of school education. In these the children are often thrown into unprofitable associations without any adequate advantages in the way of intellectual training. The public school system, in the establishment of which Friends had so large a share, is, undoubtedly, to the State at large, an inestimable blessing: yet it has had a tendency to satisfy many people in good circumstances with comparatively careless and inadequate instruction, and to lessen the zeal formerly felt among Friends to be in advance of the community in the moral and intellectual grade of their schools.

Of the large number of "Monthly Meeting Schools,"\* mostly established at much sacrifice by Friends of former generations, some of them so endowed as to be free of expense, or nearly so, to members of the Society, many

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\* Of these there were in Philadelphia Yearly Meeting, in 1864, forty-three, thirty-seven of which are taught by members of the Society—1867 children were comprised in these.

suffer from want of intelligence and active interest on the part of committees to whom they are intrusted; it is a common complaint that the teachers employed are frequently inadequately paid and lack the qualifications to make the schools efficient. The capacities of the pupils are thus but poorly developed from lack of that stimulus which a thorough and pervading interest in intellectual advancement can alone bring into action.

Thus it happens that a large proportion of the talent of the Society lies undeveloped, the few whose minds have been awakened to the contemplation of the facts of science,—who have been brought into converse with the great intellects who have explored the secrets of the universe, find but little interest in such ennobling pursuits among the great mass of their Friends. Some of these constantly regret that the circumstances of their early life were unfavorable to the awaking of their intellectual powers, while others are even too ignorant to value the advantages they have failed to realize, and busy

themselves in decrying that which they do not appreciate, because they cannot understand.

The history of the Society shows that there have always been some among its members who, in their opposition to an educated class, such as the clergy in other denominations, have ceased to value learning properly as the right of all, failing to see that the absence of a distinct profession, embodying the learning of the Society and monopolizing the power which learning brings, should constitute a strong motive for the general diffusion of knowledge and the multiplication of facilities for imparting it. As each individual undoubtedly has some place to occupy in the Society, and in the community at large, there should be, it would seem, such a system of development that each should find his place and be qualified to fill it.

How widely different from this is the actual state of things! We sometimes find the farmer wedded to his land, fearing lest some of his sons may perhaps seek other

employment—lest, if educated beyond the supposed requirements of a manual occupation, they may leave it and be found among the haunts of men, busy with affairs which call forth their faculties and exercise the talents which the all-wise Creator has implanted in them.

It is mournful to see, in the thriving agricultural communities of Friends, how the services of the whole family are often taxed to the utmost upon the drudgery of the farm—how the lad of sixteen, each winter enjoys but a few months' schooling in the neighborhood school; his sister, a talented young woman, perhaps the future mother of a family of immortal beings, who are to draw from her their first ideas of truth and duty and take the mould of their mental characters from her own, is found laboring early and late in the dairy and household, cumbered with cares which should come only with mature years, and debarred from the glorious light of knowledge which can alone expand her faculties and fit her for the exalted position to which she is called.

In these strictures no invidious distinction is intended between persons devoted to agriculture and those engaged in mechanical and commercial pursuits. It is believed that there are those among all classes who fail to appreciate the undoubted right of their children, not only to the knowledge for which they so often crave, but also to opportunities calculated to create desires for improvement, and to foster high and worthy aims.

It is the experience of some that "necessity knows no law," but where there is abundance of the good things of this life there is no excuse for neglecting the full development of the faculties of our children. In no branch of domestic expenditure is parsimony so misplaced, in nothing is it so inexcusable as in the matter of education—better that the children should grow up without a dollar to begin life with, than that they should come to manhood and womanhood without their faculties being awakened and their intellects expanded by liberal learning.

## Cause and Effect.

Viewed in its relations to the perpetuity of the Society of Friends and the spread of its principles, indifference to the subject of education may be regarded both as an effect and a cause—an effect of lukewarmness in regard to religious duties, and as a propagating cause of the same evil.

In strong contrast to the zeal of our early predecessors in contending for their principles in the midst of persecution and even death, we find the Society now quietly resting in its traditions and forms, its members generally illustrating in private life the virtues which have grown out of its discipline and teaching, but almost devoid of that *animus* which made their early predecessors a great power in the earth. Toleration, secured by the faithfulness of our forefathers, finds most of us at ease in the pursuit of our private interests, but little concerned to maintain our organization, and almost tempted to chime in with the sentiment of those modern writers



who have maintained that the usefulness and the influence of the Society are at an end.

Too many of our children are brought up in ignorance of the instructive history of the Society, and of its instrumentality in promoting human rights and spreading practical views of Christianity; they are strangers to the examples presented in the biography of the great and good men who have illustrated its principles and borne its testimonies before the world, and they fail from lack of instruction, to appreciate those principles and testimonies, and to gain that thorough acquaintance with their meaning and scope which can alone make them efficient instruments in their maintenance and diffusion.

Do we not here recognize a leading cause of the weakness which concerned members of the Society mourn? As this is a direct effect of unwarrantable indifference to one of the most obvious duties incumbent on individuals and religious organizations, is it not also an obvious cause of increasing declension and weakness?

### Five Years' Review.

Those who appreciate the state of facts exhibited in the foregoing pages, and desire the welfare of the children of our own and succeeding generations, will be prepared to rejoice that measures are now in progress to provide an institution adapted to the educational wants of the Society of Friends.

In the autumn of 1860, a company collected socially at the house of a much esteemed Friend in Baltimore, became interested in conversing upon the state of education, and a desire was expressed that means should be adopted which would lead to a higher appreciation of scientific and classical learning and its more general diffusion throughout the Society. Accordingly on the second of Tenth Month, 1860, a meeting was convened, at which the venerable Benjamin Hallowell, a veteran teacher, presented the plan which had lain many years near his heart of establishing a school, under the care of Friends, at which an education may be

obtained equal to that of the best institutions of learning in our country, and adapted especially to qualify Friends of both sexes for the charge of family and neighborhood schools heretofore languishing for lack of efficiency in their teachers.

The idea entered into this concern of elevating, as well the moral as the intellectual standard of education, and of promoting the growth and influence of the Society of Friends, beginning where such labor can alone be effectual with the young, the receptive, growing, and expanding. Such a design could not fail to be appreciated by those to whom it was explained, and a committee was chosen to prepare an address setting forth the objects in view, and to solicit the co-operation of the larger bodies of Friends in Philadelphia and New York.

An address was prepared forthwith, and read at Conferences, held in Philadelphia on the 28th of Eleventh Month, and in New York on the 10th of Twelfth Month following. Committees were appointed at each

of these to co-operate with Baltimore Friends in the prosecution of the concern. It is yet too soon to write the history of this most important movement, but if the measures then inaugurated should be crowned with the promised success, the names of those who were thus foremost in it will go down to posterity as worthy of double honor.

The printing and distribution of this address was so soon followed by those startling events which shook the nation to its center and have but recently culminated, that the efforts toward enlisting the great body of Friends, on behalf of this undertaking, may be said to have been inaugurated during the most anxious time of the great rebellion.

When many citizens doubted if they or their posterity would again enjoy the blessings of free government—when men of wealth held their possessions by so feeble a tenure that soon they might not command enough of this world's goods to feed and clothe their families—when parents, not a few, trembled lest their sons, swept into the current that

carried so many thousands to untimely graves, would never return to comfort their declining years—when darkness, discouragement, and uncertainty hung over everything in the future, it seemed, to some, out of place to be planning great improvements or seeking to found beneficent institutions.

It was in the darkest hour that a voice was raised in our councils, which had many times before been heard in the midst of discouragements and even obloquy in defense of progress and principle,—the voice of one who had herself realized in early life the value of a Friends' school,—showing the pressing importance of those educational interests which must influence the welfare of society in any event and under all circumstances. So fully were these views realized, that it was resolved to persevere, presenting the subject in every community of Friends, where there was an ear to hear, and invoking the moral support and pecuniary aid of all.

Conferences were appointed in Friends' meeting-houses in city and country; some-

times these were largely attended; the subject was earnestly presented and subscriptions solicited in aid of the undertaking. A committee for promoting subscriptions to the fund met monthly at Race Street Meeting-house, Philadelphia, generally attended by some from the country; thus the interest was kept alive and the subscription extended.

The preliminary organization, under the name of Friends' Educational Association, passed through some difficulties in forming a constitution; unavoidable differences of sentiment upon technical points alienated a few whose influence has since been missed, but, to use the peculiar term so familiar to Friends, *the concern* continued to grow and increase.

At the Annual Meeting in Twelfth Month, 1862, fifty thousand dollars were reported as having been subscribed,—a sum which has since been nearly doubled. A Board of Managers was selected, consisting of Friends of both sexes from various sections of Pennsylvania, New Jersey, New York, and Mary-

land. This Board, which has been continued with little alteration, has moved in great harmony in the several measures rendered necessary by the progress of the movement, and when questions have arisen prematurely, the ground of confidence has been maintained, not only by the officers toward each other, but by the great body of subscribers toward the Board. The selection of a location for the proposed institution called forth a zealous advocacy of different sites, and was followed by corresponding disappointment among those whose advocacy was unsuccessful, but the expression by vote of a large majority of the stock, as provided by the constitution, was a final settlement of the question.

In the course of this work, members of the Board, and others interested, have attended conferences in nearly all the Monthly Meetings within the compass of Philadelphia Yearly Meeting, numbering fifty, obtaining subscriptions from Friends; besides addressing conferences in several sections of New

York and Baltimore Yearly Meetings, and one at Farmington, within the limits of Genesee Yearly Meeting.

In all these they have found some to respond cordially to their appeals. The young, who, in many sections in the midst of indifference and apathy are impatiently thirsting for knowledge; parents who begin to appreciate the imperative duty they owe to their rising families, to supply them with the highest possible culture and development; and lastly, the elders and fathers in the church, who in looking for a succession of standard-bearers, begin to suspect that to the neglect of the great interests of education under the guarded care of the Society, may be attributed much of the weakness which they deplore.



## P R O S P E C T I V E.

### Swarthmore College.

It is proposed, under this head, to present to the reader a succinct account of the present condition, the objects, and plans of the corporation which has grown out of the Friends' Educational Association. In accordance with the original design, to furnish a complete course of study in the higher branches of knowledge, especially with a view to qualify teachers, it was early determined to give to the proposed institution the full grade of a college, under an act of incorporation from the State of Pennsylvania.

While this does not preclude an Academical Department, a Normal School, and a Model School, all of which are included in the plan, it requires the managers to supply instruction in the higher branches of knowledge which are not thoroughly taught in ordinary private institutions.

By means of the act of incorporation the

title to the property is defined and secured to those who contribute to purchase and build it; and in case of future controversies, it cannot be unfairly diverted from them. The name *Swarthmore College* is derived from the home of George Fox, after his marriage to Margaret Fell. At Swarthmore, near Ulverstone, in England, he himself owned a plot of ground, on which he erected a meeting-house, which is still standing.

The stockholders are not necessarily members of the Society of Friends,—a very considerable number of our fellow-citizens, and several in membership and by profession connected with the orthodox division of the Society, have, without solicitation, testified their interest in the spread of education by subscribing to the stock. The managers, however, are restricted by the charter to members of the Society of Friends; they are to be elected at the Annual Meeting, each stockholder having one vote. In all questions affecting the disposition of the property of the corporation, a stock vote is provided for.

### The Site.

The property procured for the location of Swarthmore College is composed of a portion of that known as West-Dale, from having been the birth-place of Benjamin West, with contiguous land; it is located in Delaware County, Pennsylvania, about ten miles from Philadelphia, with which city it connects by the West Chester and Philadelphia Railroad, passing through the place, and furnishing a station at a convenient distance from the building site. It contains ninety-four acres and five perches of land, and is bounded on one side by the Springfield and Chester road, and on the other by Crum Creek, a winding and rapid stream. After a thorough examination of the rural districts surrounding Philadelphia, the managers were generally agreed that a more eligible location for such a purpose could scarcely be found. The land is high, commanding an extensive prospect of variegated scenery, and a distant view of the Delaware River, the ancient town of Chester,

the first landing-place of William Penn in his Province, and Media, the county town, distant one and a half miles, in which, it may be remarked, the sale of liquor is prohibited by law, in all time to come. There are several springs contiguous to each other on the high ground, sufficient to furnish an abundant supply of pure water, and water-power to pump it to the required elevation. On the northwest the land is covered with an abundant growth of trees, adapted to afford protection to the grounds in winter; the wood-land is ample for shaded walks, and the banks of the stream afford a feature of romantic beauty rarely surpassed. The property cost \$21,446.96.

### The Building.

The Managers are not insensible to the mistake which has so often been made in carrying out such undertakings, of regarding the building as the paramount feature of the institution; in all their plans utility has been considered before elegance, and economy has

constituted a leading motive. On the other hand, however, so much depends upon the convenient arrangement of a large establishment in securing its economical management, and so important is it to provide in the proposed institution for a large number of the several classes it is intended to accommodate, that a commodious building, capable of still further extension, seems quite necessary.

The original idea of separate buildings, in which something like the family relation might be maintained among the inmates, was found to require an outlay much beyond the cost of a single structure appropriately divided. The necessity of connecting corridors and adequate means of conveyance for the supplies when cooked, and other requirements of this plan, determined its abandonment and the union of its desirable features, as far as practicable, in a single stone structure.

This, as far as the plans have been matured, will consist of a center College building, containing dining-rooms, kitchen, lecture-room,

library, reception-room, office, and dwelling for the resident officer; two wings parallel to this, each containing the residence of a teacher and his family, and dormitories for about fifty pupils, and, between these and the center building, connecting wings, containing class-rooms and dormitories, each wing accommodating about fifty pupils. The dormitories will be in size about 10 by 15 feet, designed to accommodate two single beds. The building thus projected will contain about one hundred and ten pupils of each sex, all under appropriate supervision, virtually separated in different houses, but so readily communicating with the central College building as that all may resort there to meals, to the morning and evening collections, to lectures, and for other purposes, without exposure to the weather.

Especial attention will be given to the ventilation, heating, and lighting of the establishment, and to provision against danger from fire; the stairways will be ample and partly fire-proof, and the isolation of each

division will be such that it is hardly possible a fire could become general.

As it is designed to accommodate at least four hundred pupils, when the buildings are completed, the center building is planned with reference to that number, and additions are projected which will not interfere with the symmetry of the structure. An advantage anticipated from providing for so large a number of pupils is, that instruction can be proportionably cheapened as the number is extended. From all that can be learned in advance, and, from the estimate of an experienced teacher now engaged in a similar institution, it is believed that there will be enough to occupy all the accommodations provided, as soon as they are ready.

### Several Departments.

It is proposed to include in Swarthmore College—*First*. An academical or preliminary department. *Second*. A normal department, with model school. *Third*. A collegiate department.

The Academical department is regarded as of least necessity, as the demand for common school education is already partly supplied by neighborhood schools, and by private boarding schools, which it is no part of the plan of this institution to supersede; and yet it is intended that this department shall be the first to be opened as a necessary preparation for the Collegiate. As private schools adapt their teaching to prepare pupils for the Collegiate department, this may have less importance in the general scheme of instruction; yet the experience of other institutions would indicate that a much larger number of pupils will avail themselves of the academical than of the full Collegiate course.

The Normal department will probably be a leading feature as soon as established; the demand for teachers, already everywhere apparent, must greatly increase, as the vast Southern country is opened to their labors; moreover, the spread of educational reform is bringing about a higher appreciation of the profession of teaching, and must call for



a better class, both of talents and attainments, in this, which Anthony Benezet justly characterized as "the most exalted duty a Christian mind can be engaged in."

Teaching has only recently been studied as a science; yet the normal school begins to be regarded as essential to the teacher for the same reason as a medical school is to the physician. He who would guide the child needs to be acquainted not only with the knowledge to be imparted, but how to impart it. He should make the faculties of the mind his study, and should know how to read not only the capacity of his pupil, but those secret springs—the affections, the passions, and ruling desires—which supply the motive-power to the intellect and give direction to the forming character.

For the exercise of the more advanced pupils in normal schools in the practice of teaching, model schools are maintained. These usually consist of classes engaged in acquiring the rudiments of learning, whose tuition is furnished them gratuitously, or at

a moderate cost. By the establishment of such a department, a certain number of orphan children and others whose circumstances render it necessary that they should be placed from home when quite young, may be economically educated up to the point of entering the academical department. How far it may accord with the future policy of Swarthmore College to extend this department, will depend upon circumstances. May it not happen that some benevolently-disposed Friend will, out of his abundance, provide a home upon the delightful grounds of this College for a suitable number of orphans,—so generally recognized as objects of Christian charity,—thus promoting, at the same time, the efficiency of the Normal department?

The Collegiate department may be admirably connected with the Normal—the branches taught, with the exception of the theory and practice of teaching, which might or might not be included in the College curriculum, may be the same in both, though it would not, perhaps, be required of all graduates in

the Normal, to go through the complete course in the Collegiate. Experience and a mature consideration of the subject, by those engaged as professors and teachers, when the institution is organized, will doubtless develop a policy which cannot now be foreshadowed. It is, however, to be desired that all students who carry from this college its diploma, will have learned so much of the art of teaching as to make them more useful in communicating the knowledge they have acquired than is the case with young men generally, who graduate at our colleges. "To do good and communicate" should ever be the pleasure, as it is duty, of those who have enjoyed the advantages of a liberal education.

The peculiar advantage of such a course as a well-directed Normal School would furnish to young women, is obvious from the fact that the large majority of these are destined to rear children, and, in the exercise of this highest duty, the knowledge of how to teach removes them in a degree from the necessity of sending away their offspring at a tender

age to be trained by others who, whatever qualifications they may possess, cannot be animated by the tenderness and earnestness of a mother,—the guardian and teacher appointed by Providence, in the order of nature, to rear the coming generation.

### Relation of the Sexes at School.

It is confidently believed that the experience of Swarthmore College will be similar to that of other institutions in which young men and young women, at the age in which they are pursuing the higher branches of knowledge, are advantageously associated in the lecture-room, the class-room, the lyceum, at the table, and, with proper restrictions, in the ordinary sports appropriate to college life. The impression, with some, that such association would distract the mind from a due attention to study, and lead to the frivolity so deplored in ordinary society, is not justified by the facts. The mental attrition of the class-room is especially favorable to students

forming a just estimate of each other's capacity, and thus losing false ideas of perfection in each other, the frequent source of romantic attachments. Constantly subjected to artless association and competition, they seldom exhibit that unnatural constraint and coyness which distinguish the unaccustomed intercourse of boys and girls, when first thrown together in what is called society; while, under the constant supervision of teachers, any exceptional instances of undue intimacy soon become the subject of observation, and it may be, of suitable admonition and interference.

### The Scheme of Instruction.

It would be premature to sketch a plan of instruction in the present stage of this enterprise, and it is only in answer to repeated inquiries that I shall venture to state the views of the managers as far as they have been matured and found expression. It is proposed to give greater prominence to the physical, natural, and chemical sciences than

is common in ordinary colleges. Science is the key that unlocks the world we live in, and unfolds to us the philosophy of our daily pursuits. Our food, our clothing, our houses, the methods of warming and ventilating, the drainage and improvement of the land, the cultivation of crops, the preservation of health of ourselves and of the animals under our care—are all legitimate scientific studies, ministering to our comfort through life, and guarding us against many popular errors founded in ignorance and superstition. It is, moreover, a direct result of scientific studies to enlarge our conception of the wisdom and goodness of the Creator, and to furnish innumerable and instructive parallels from the external universe illustrative of those sublime spiritual truths, which are so admirably conveyed to the mind by comparison with objects which are visible and tangible.

Oral and experimental instruction are especially aimed at in this connection. Nothing so fastens the attention and impresses the memory as a direct demonstration of a great

truth by experiment. Every lecturer must have observed how the most sluggish student, who will fall asleep over books, and even wander from a subject eloquently and cogently presented in words, will instantly seize upon an experimental illustration, and often comprehend it more fully than others who might be considered far more appreciative. Hence the importance of ample apparatus for illustrating the facts of chemical and physical science, which are opening to philosophers, in our day, richer fields for discovery than any heretofore presented in the history of science. With a view, also, to thorough acquaintance with practical chemistry, it is designed to establish a laboratory in which the chemical class can be carried through a course of analysis.

Natural history is also proposed to be taught, and an extensive cabinet aimed at, illustrative of every department of this study. It is a subject of profound regret to many thinkers in our country, that there is so little for the people to see of the works of creation,

classified scientifically, and giving an idea of the gradations by which every created thing is linked into—

“ . . . . One stupendous whole,  
Whose body Nature is, and God the soul.”

The beautiful grounds belonging to the College will, it is hoped, be planted with a great variety of trees, furnishing a study of practical interest to those especially who are so favored as to enjoy future opportunities for country life. A garden of classified plants would be quite practicable, and would be a rare attraction in our country, besides furnishing to the pupils an opportunity to become practical botanists with a facility enjoyed by none of their predecessors. It may be thought that the managers are laying out plans which none of them will probably live to execute, but this should not discourage them from working “while it is called day,” trusting that others may enter into their labors, and that so desirable a consummation may be realized by those who may come after them.



It is not deemed necessary to speak at large of the higher mathematics, the ground-work of so much that is practical in science, and a means of mental discipline universally regarded as in the highest degree important. Nor of language, which, viewed as a science, is one of the most profound that can claim the attention of the human intellect. There are capacities and tastes especially suited to this study, and, as a means of disciplining the mind, exercising the memory, and forming the judgment, it is a necessary element in our scheme of education; besides, the practical application of Latin and Greek to the nomenclature of the sciences, and to a thorough understanding of our own and the other modern languages, makes an acquaintance with them essential to a thorough student,—especially to one who is to teach others.

History, intellectual philosophy, the principles of morality, as maintained by Friends, which are confidently believed to be far in advance of those ordinarily taught, will all be subjects to be introduced into the course of

instruction at Swarthmore College, as its means increase, and the properly qualified teachers are found. A caution rests on the minds of the members of the Board to introduce no unprofitable subjects of controversy into this institution; and it is their firm belief that as solid and substantial learning is imparted upon subjects of practical interest, less importance will be attached to visionary ideas, and less interest felt in useless speculations.

Systems of education are now somewhat in a transition state. Allusion has been made in the Introduction to this essay to views which have obtained among enlightened Friends in the past, and which are advocated by numerous writers in our time, looking toward the introduction of the practical element more prominently into advanced systems of education. Our Government has acted upon this idea in appropriating a large amount of the public domain to the maintenance of schools in which theoretical and practical science must be leading features. The testing of the capacity of these to develop

a high intellectual culture fitted to the conditions and requirements of American life, is peculiarly a work of our day. In parting with the aristocratic idea of an educated class, should we not adopt the democratic idea of an education open to all who have the talent to avail themselves of it and adapted to prepare men and women for the higher walks in agriculture, the mechanic arts, trade, and business of every kind, as well as for what have been termed the learned professions?

Far be it from me to restrict the idea of an education to mere preparation for business; no scheme of teaching deserves that name which does not aim to prepare the pupil for mental employments beyond the range of practical life, to open channels of profitable reflection and study leading to pure and rational enjoyment, embellishing and refining the whole character and the life. Such an education should be kept in view by every parent who would qualify his children for active usefulness and rational enjoyment, and such, it is confidently believed, will be

aimed at by those intrusted with framing the future policy and superintending the management of Swarthmore College.

### Financial.

Various estimates have been made of the cost of the required college buildings, but the uncertainty in regard to the price of material and labor makes it impossible to determine this in advance. With a view to avail ourselves of the anticipated decline in prices, the contracts will, for the present, include only portions of the building at a time, the digging of cellars and laying foundations during the present autumn, the erection of a portion of the walls above ground in the spring, and so forth, the intention being to build such parts first as will avail for the purposes of the Academical department. In no event are all the buildings likely to cost less than \$200,000, and their furniture and apparatus \$50,000. Of this aggregate, about \$70,000 is now in hand.

There will be pressing necessity to push the subscriptions vigorously to enable the work to go on to speedy completion, but we are encouraged by the experience of similar institutions to believe that when built, Swarthmore College will be a nucleus around which much of the benevolence and public spirit of the Society will gather,—that future donations and bequests will enable the managers to enlarge the facilities for instruction at the same time that they lower its cost and extend its blessings to many who would otherwise be deprived of it from want of means.

We necessarily postpone to the future the opening of subscriptions toward the establishment of scholarships, giving education and subsistence to meritorious pupils; toward the creation and augmentation of an ample library, to which valuable contributions of books have already been promised; toward the collection of a museum of natural history and art, and the purchase of astronomical apparatus, none of which are included in our present estimates. Our aim is

*to build and open this College with the necessary means of instruction as soon as possible.*

We cannot doubt the abundant means in the Society of Friends to erect and maintain any institution which the interests of their children or of the Society demand. There is wealth enough. Some individual members could erect and endow this college without abridging a single comfort of life, and there are many who could well afford subscriptions of such amounts as rapidly to make up the fund required; and it may be safely stated of Friends generally, that there are few who could not afford to take one or more shares in the stock. Add to this the assistance proffered by some not in membership, who desire an opportunity of aiding in the good work, and anticipate sharing its advantages, and we have every reason to expect that success will attend the effort.

Friends have fewer calls upon their liberality in connection with the support of their religious institutions than others; they have no clergy to support—no missionary enterprises

—their meeting-houses are plain, and require little expenditure—their habits, as individuals, are generally economical—their industry and thrift almost proverbial, so that they rarely fail to accumulate property. It is, indeed, in this habit of accumulation that one of their chief snares lies hidden; “habit is second nature,” and it is often hard to unlearn in later life what in youth was properly held up as a virtue—the habit of saving. On the other hand, no one who has not accustomed himself to it knows the luxury of giving, and especially of seeing the fruits of his bounty.

The uselessness of money to its possessor, except to the extent of providing comforts and means of rational enjoyment, and its immense value when appropriated toward the advancement and happiness of others, are only fully apparent to such as have learned how to administer their own estates for objects of real utility and beneficence. May it not be said with truth, that only such realize

the fullest enjoyment from wealth, or find it promotive of their highest interests?

It is a common observation that many men of large means have left estates to purposes of public utility, whose benevolent intentions have been inadequately carried out by those intrusted with the disposal of their bequests; and it seems to be a growing determination of the benevolent to give, during their lifetime, toward such objects as present themselves in the light of public benefactions, discriminating according to their own judgment, and themselves sharing in the pleasurable occupation of appropriating their means.

The munificent donation of Matthew Vassar for the establishment of a Female College at Poughkeepsie, New York, already amounting to several hundred thousands of dollars—the recent offer of Ezra Cornell, of Ithaca, New York, of half a million dollars and about 200 acres of land, for the establishment, with the aid of funds appropriated to the State by the U. S. Government, of a college to provide instruction in such branches of learning as



are related to agriculture and the mechanical arts; and the still more recent offer of a like sum, by Asa Packer, a wealthy citizen of Pennsylvania, toward a college to be located in this State, all show an appreciation of the value of education, and offer noble examples to those who, as stewards over abundance of this world's goods, must feel the responsibility of giving an account of their stewardships.

While these considerations are respectfully offered to the wealthy, with a cordial invitation to consider the claims of Swarthmore College to their liberal contributions and bequests, the writer of this would close his appeal by asking those who, like himself, are still struggling toward a competence, to identify themselves with a movement promising such permanent benefits to the children of the present and future generations. Of the money thus far subscribed, much the largest part has come in subscriptions of less than one hundred dollars. The managers look for a *general duplication of these subscriptions*, and

ask that every individual interested in the perpetuity of the Society of Friends, and in the welfare of the children growing up under its influence, shall become a stockholder in Swarthmore College—the rich contributing from their abundance—those in moderate circumstances in less amount—all according to their means—to establish what we confidently believe will be a great and obvious blessing for ages to come.

An association embracing the young and old, the farmer and citizen, the rich and those in moderate circumstances, the progressive and conservative, interesting all in an institution of real utility and practical advantage, must of itself, have an important influence in consolidating and perpetuating the Society in whose interest it was organized, and creating and diffusing a wholesome public spirit among its members.

## APPENDIX.

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### **An Act to incorporate Swarthmore College.**

*Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania in General Assembly met, and it is hereby enacted:* That James Martin, John M. Ogden, Ezra Michener, Mahlon K. Taylor, Thomas Ridgway, James Mott, Dillwyn Parrish, William W. Longstreth, William Dorsey, Edward Hoopes, William C. Biddle, Joseph Powell; Joseph Wharton, John Sellers, Clement Biddle, P. P. Sharpless, Edward Parrish, Levi K. Brown, Hugh M. Ilvain, Franklin Shoemaker, and their associates and successors forever, be, and they are hereby made and constituted a body politic and corporate, under the corporate title of Swarthmore College, and under that name shall have perpetual succession, and are hereby empowered, and made capable in law, to purchase, take, hold, and enjoy to them and their successors, lands, tenements, and hereditaments, stock, goods, chattels, and effects; *Provided*, the clear annual value thereof shall not exceed thirty thousand dollars, and to sell, demise, convey, assure, transfer, and dispose of their estate, or interest therein, and also to improve and augment, and apply the same, with the rents, issues, profits, and income thereof, to the purposes of their institution; and

the said corporation, by the name aforesaid, shall and may sue, and be sued; plead, and be impleaded; answer, and be answered; defend, and be defended, in all courts of law and equity, and shall have power to make, have, and use a common seal, and the same to change, alter, and renew at their pleasure, and also to make and execute such by-laws, ordinances, and regulations, not contrary to the laws and constitution of this Commonwealth, as to them shall seem meet.

SECTION 2. That the said corporation be authorized to establish and maintain a school and college, for the purpose of imparting to persons of both sexes, knowledge in the various branches of science, literature, and the arts, and the board of managers shall have power to confer upon the graduates of the said college, and upon others, when, by their proficiency in learning, they may be entitled thereto, such degrees as are conferred by other colleges or universities in the United States.

SECTION 3. That the capital stock, of the said corporation, shall be fifty thousand dollars, divided into two thousand shares of twenty-five dollars each, with the privilege to increase the same, from time to time, to a sum not exceeding three hundred thousand dollars, and the said school or college may go into operation when the sum of fifty thousand dollars has been subscribed, and the stock shall be transferable in conformity with the rules and by-laws of the corporation. The meetings shall be held annually, twenty-five stockholders shall form a quorum, and special meetings may be called by the managers at their discretion, and notice shall be given of the annual and special meetings of the corporators, at least ten days previous to the time at which they are to be held, by advertisement in three

daily newspapers, one published in the City of New York, one in the City of Philadelphia, and one in the City of Baltimore; the officers of the corporation shall be two clerks, a treasurer, and thirty-two managers, all of whom shall be members of the religious Society of Friends, and shall be chosen by ballot from among the stockholders at their annual meeting; but in case of failure to elect the officers at the stated time, those in office shall continue until others are chosen. The clerks shall be ex-officio members of the Board of Managers, and eleven members shall constitute a quorum for the transaction of business. The government and direction of the said school and college, the appointment and employment of professors, and other officers concerned therewith, and the general management of the affairs of the College, shall be intrusted to the Board of Managers, who shall have power to enact such rules and regulations, not inconsistent with the constitution, and amendments thereto, adopted by the corporators as they shall see fit.

(Signed)

HENRY C. JOHNSON,

*Speaker of the House of Representatives.*

JOHN P. PENNEY,

*Speaker of the Senate.*

Approved the first day of April, A.D. 1864.

A. G. CURTIN, Governor.

MANAGERS  
OF  
SWARTHMORE COLLEGE,

ELECTED 12TH Mo. 6TH, 1864.

---

WILLIAM DORSEY,  
ISAAC STEPHENS,  
JOSEPH POWELL,  
EDWARD HOOPES,  
HUGH M'ILVAIN,  
CLEMENT BIDDLE.

DEBORAH F. WHARTON,  
HELEN G. LONGSTRETH,  
HARRIET E. STOCKLY,  
RACHEL T. JACKSON,  
PHEBE W. FOULKE,  
LETITIA S. CADWALADER.

SAMUEL WILLETS,  
SAMUEL J. UNDERHILL,  
EDWARD MERRITT,  
JOHN D. HICKS,  
JOHN G. HAVILAND,  
ELWOOD BURDSALL.

HANNAH W. HAYDOCK,  
CAROLINE UNDERHILL,  
LYDIA S. HAVILAND,  
ANN S. DUDLEY,  
ELIZA H. BELL,  
PHEBE M. BUNTING.

B. RUSH ROBERTS,  
LEVI K. BROWN,  
GERARD H. REESE,  
THOMAS H. MATHEWS.

REBECCA TURNER,  
JANE S. TOWNSEND,  
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## SPECIFICATION

of the workmanship and the materials to be used in the erection of a new building for Swarthmore College, Delaware County, Pa.

### GENERAL DESCRIPTION.

The entire length of the building will be 348 feet, with return wings of 92 feet each; and consist of a centre building sixty feet wide by 110 feet 8 inches deep, with wings extending from either side, 100 feet each by 44 feet wide; the return wings will also be 44 feet wide. These two latter wings will each have towers on the inner flanks, built on a line with the rear wall, made 11 feet in the clear.

An extension will be erected on the rear of the centre building, 60 feet deep by 44 feet wide, for kitchen.

The whole range of the building will be three stories high, except the kitchen.

*Heights of Stories.*—The first story of the centre building will be 16 feet 3 inches; the second story will be 15 feet 7½ inches each from floor to floor; and the third story will be 15 feet in the clear.

The first and second stories of the wings will each be 13 feet 1½ inches from floor to floor; and the the third will be 10 feet in the clear.

The towers will be one story higher, and arranged for the water cistern.

The centre building will be surmounted with a dome, and the ends with cupolas at the junction of the roofs of the wings.

The roof of the centre building will have 16 feet pitch, and the wings 13 feet pitch.

For the general arrangement of the building, reference is to be had to the plans, whereon all the dimensions are figured, and the arrangement of the divisions clearly explained.

### EXCAVATION.

The cellar will be excavated beneath the whole building, and will be eight feet deep in the clear when finished; the foundation trenches will all be one foot deeper; a culvert will be run through the entire building, and trenches for drain pipe, &c., as indicated by the cellar plan, upon which the depth, &c., is also given.

All outside foundations will be dug of sufficient depth for permanency, and to insure them against danger from frost.

Coal and ice vaults will be excavated on the rear or flanks of the kitchen, as may be directed. All the earth will be graded around the buildings, as may be directed, and properly levelled off.

### MASONRY.

All the exterior walls of the building will be constructed of quarry building stone of good quality.

The foundation course must all be through stone, well and solidly bedded in mortar.



All the exterior walls (except centre building, as hereafter described,) will be faced with rubble work, laid in the best manner with well selected stone, equal to a sample delivered on the ground, and retained for that purpose.

The first story of the front of the centre building, and the flanks, as far back as the wings, will be range work with horizontal channelled joints; and all above the belting cornice of the same will be broken range, evenly pointed off.

All the base, sills, belts, ring stones, stilts and springer stones, quoins, steps, platforms, cheek blocks and porticos, and tablet in front pediment of the centre building, and balusters in the archways of the side passages, will be axed work, and set in the best manner, and of the stone before mentioned; and all executed in accordance with the design and drawings made to a large scale.

All the rubble-faced work will be pointed in the best manner, and of such shade as may be directed; and all interior facings will be smoothly dashed with mortar. All the mortar for the masonry will be composed of good clean sand and fresh lime well manipulated.

All the walls that are represented on the plans by the blue tint will be constructed with stone, and have all their thicknesses figured on them. All the exterior walls will require furring strips built in them, about three feet apart, and one inch thick by four inches wide, and in all cases levelled off to receive them.

## BRICK WORK.

All the interior walls that are tinted red are intended for brick, and will be constructed to the various thicknesses indicated. The bricks all to be of good quality, and laid with mortar composed of clean sand and fresh lime.

All flues will be constructed as indicated, and as may be directed during the progress of the work. All to be built open face, and plastered smooth with a white coat, with the fronts afterward covered with double thickness of slate, with a coat of hair mortar between them. All flues will be topped out above the roof, as indicated, with smooth stone laid in cement; the inside above the roof will be pargetted with cement.

A large flue will be constructed at the rear end of lecture room, two feet in diameter, (round or octagon,) and finished with smooth brick on the inside throughout, and capped with stone laid in cement.

The division walls across the wings near the main building will be carried up solid to the slating of the roof. The openings of these walls will require iron sliding doors on each floor, with stone or iron sills and heads. The culvert, through the entire length of the building, will be constructed with brick, two feet six inches by two feet in the clear, egg shape, and formed with a nine-inch shell made of double courses of hard brick. The outer course will be laid in good mortar, and the inner one in cement, with a coating of cement between them. All other

brick work, as indicated by the plans, and that is necessary for the construction of the building, must be provided, and be of good quality. All the necessary preparations to be made for the iron doors in the fire-proof walls, under the contract for enclosing the building, but no doors included.

### CARPENTER WORK.

The joists of all the floors in the wings, and all the corridors of the centre building, and those for the dining-room floor, and the kitchen, with its appendages, will be 3''  $\times$  10'', and the front rooms of the centre building will be 3''  $\times$  12''; those for the lecture room will be 3''  $\times$  14'', and those in the laboratory and throughout that story will be 3''  $\times$  12''; all to be placed 16 inches between centres, and all backed and solidly blocked up on the walls, over the whole surface of their bearings. All trimmers, where more than one tail-joist is required, will be double, pinned together and through-tenoned and pinned. All joists that are more than ten feet long will require a course of lattice bridging through the middle; those for the lecture room will require two courses to each tier, and will require a one-inch tension rod along each tier; those over the kitchen will also have two tiers, but no tension rods.

All lintels to be placed upon their edges, and made, in all cases, the width of the walls inside the ring stones.

*Roof.*—The roof of the centre building will be constructed with eight principal rafters; the tie

beams, rafters and camber beams of which will be  $8 \times 14$  inches ; the four that support the dome will be strengthened with double rafters and camber beams. The construction of the rafters, together with the dome, is clearly explained by drawings made to a large scale for them, which also indicate the bolts, straps and joint heads. The braces for the rafters will be  $6 \times 6$  inches. All the timbers for the dome have the dimensions figured on them. The rafters for the wings will be constructed with tie beams, rafters and camber beams,  $6 \times 12$  inches, and one over every pier, or seven to each of the four wings, and three on the extension rear of centre building, making a total of thirty-one of this kind.

The purlins will all be  $4 \times 10$  inches, and the common rafters  $3 \times 5$ , and placed two feet apart; lookout joists will be framed into string pieces, all  $3 \times 10$  inches. The lookouts will be two feet apart, and the string pieces will be secured to the principals.

The roofs will all be boarded over closely with well-seasoned boards, and prepared for slating. All the cornices, and the exterior finish of the dome and cupolas, have drawings prepared to a large scale for them, and finished accordingly. The cornice over the alcoves next to the centre building will be of iron ; all the others will be wood.

*Gallery.*—The gallery front will be trussed with two  $6'' \times 12''$  beams and the requisite bolts and braces, and the flooring joists to be set on a level with the third story corridor, and the joists of the same size.

*Window Frames.*—All the window frames except the dormers will be made for sash  $1\frac{3}{4}$  inches thick, double hung with best sham axle pullies and patent cord; the sills will all be four inch and the frames will be plank face, a double thickness of one inch each, with a large moulding planted on the outer face, all of walnut or heart-pine, as hereafter directed. All exposed wood must be clear stuff, and all made with square heads on the inside. The two frames in Carving room will extend to the floor, with bottom sash to fly up into the head. The dormer windows will all be constructed for  $1\frac{1}{2}$  sash, double hung with weights and pullies. The dormers will otherwise be finished according to the drawings made for them.

All the outer doors will have rough frames built in the walls to receive the work of the finished frames.

All the cellar windows will have sash one and a half inches thick, hung to a narrow casing with loose joint butts, and secured shut with small bolts.

*Slating.*—All the roofs, except the porticos, dome and cupolas, will be covered with the best Peach Bottom slate, not exceeding  $9 \times 18$  inches, and laid on felt, with three inches overlap, and secured with iron nails galvanized or boiled in oil.

All the gutters and valleys will be laid with the best two cross-tin, painted on both sides; the top side to have three coats of slate color. All flushings, ridge tin, &c., will be of the same quality, and painted in like manner; as well as conductors, which will be  $4\frac{1}{2}$  inches and properly secured in

place, with eave pipe, &c., the bottom section will be iron, and connect with the culverts. Paint as directed.

All drains within the building will be iron or vitrified pipe, and of the several sizes as figured upon them on the cellar plan.

The roofs of the dome and cupolas, will be covered with the same tin as above described, as also the weatherings and cornices, including the cornice across the pediments of the building. The porch roofs will be of the same material and painted in like manner, with conductors to carry the water off.

All the joints of the wood work in the cupola and cornice will be white-leaded before put together, and all the exterior wood work must have one coat of paint, to be followed up as the work is completed, done with the best white lead and linseed oil.

Four iron columns will be required in the dining room, of neat pattern, with cap and base, and about eight inches in diameter, fluted, and supported on piers built in the cellar, capped with a block of stone dressed to a perfect bed to receive the base\*.

*Ceiling joists.*—The ceiling joists will all be 2×8 inches and sixteen inches between centres, and cross-lathed with shingling lath. The ceilings of the dining room, kitchen and large rooms in centre building will also be cross-lathed; these will be nailed on diagonally at an angle of about 45°

All the exterior walls will be furred with shingling

\* The estimates for *enclosing* the building will include all the work specified up to this point.

lath 16 inches between centres, and nailed to the furring strips. All partitions that are wood will be set with  $3 \times 4$  inch studding, 16 inches between centres, and well secured top and bottom; part of these partitions will be constructed with closets in them about seven feet six inches high, neatly capped and moulded. The backs will be boarded with mill-worked boards, smooth upon the inside and rough without, and fitted up with a drawer, shelf and pin-rail, all of well selected boards, to be smoothed and oiled.

*Flooring.*—All the floor will be laid with the best Carolina pine,  $1\frac{1}{4}$  inch thick, narrow, well seasoned, and mill-worked, and smoothed off after laid.

*Doors.*—The front doors to the center building will be folding,  $2\frac{1}{2}$  inches thick, double thickness, screwed together and paneled, with large mouldings on the outer face, and bead and butt on the inner, hung with  $5 \times 5$  inch butts, three to each door, and secured with a seven inch upright mortise rebate lock, and two iron plate flush bolts. The frame will be cased in the wall, and made with head-light over it.

All the other exterior doors will be two inches thick, panelled, and moulded on the outer face, and bead and butt on the inner; all to be hung with  $4 \times 4$  inch butts, and those that are folding will be secured with rebate locks, and iron plate flush bolts. The single doors will have plain mortise locks. All these frames will be cased in the walls, and finished with head lights over them.

The inner doors to all the rooms will be  $1\frac{3}{4}$  inches

thick, six panels, with half inch ovolo mouldings worked on the solid, and raised panel.

All the inner door jambs will be two inches thick, rebated five-eighths deep for the door, and sunk on the face, with a half inch ovolo moulding worked on the solid, with cross rails, top and bottom. The jambs will be let into the floor a half inch and securely nailed to the wall plugs; all those to the students rooms will be made with head lights over them.

*Dressings.*—All dressings to the doors in wings will be three inches plain mouldings. The washboard in corridors of same will be five inches wide, tongued into a  $2\frac{1}{2}$  inch sub,  $1\frac{1}{2}$  inch thick, and a  $1\frac{1}{2}$  inch moulding planted on the top, making in all nine inches wide. The washboard in the rooms will be four inches wide, with  $1\frac{1}{4}$  inch moulding, and no sub.

The windows will be finished with plank sills with moulded facia, and corner beads for plastered jambs, finished back, sufficient to receive inside shutters, should they be needed. The jambs of the front of the first and second stories of the centre building and wings will have panels, and finished with inside shutters, one inch thick, bead and butt, four panels, cut in the middle, and hung and secured as is usual for such shutters, and folded into soffits formed in the jambs to receive them. The dressings to the windows and doors within the same rooms will be six inches wide; the washboard will correspond with that in the corridor of wings.

The lecture room will be finished similar to the rooms last described, except there will be no shutters.



The dining and carving room will be finished similar to the dormitories in the wings, except the washboard in dining room will match that in the hall.

The wash rooms will all be wainscotted, four feet six inches high, with chestnut or yellow pine boards, narrow, mill-worked, and beaded joints, neatly capped.

The water closets will be wainscotted, seven feet high, with divisions the same height. These will be smooth, oiled, beaded on both sides, and also capped.

The doors to the divisions will be chestnut or yellow pine, made four panels, bead and butt, and hung eight inches above the floor with suitable butts, and secured with proper fastenings. The seats will be fitted up with plank risers and hinged lids.

The closet doors in dormitories will be  $1\frac{1}{2}$  inch thick, six panels, and match the room doors on one face, and plain raised panels on the other. These will be hung with  $3 \times 3$  inch butts, and secured, shut with closet locks. (These closets are described under the head of partitions.) All other closets will be properly fitted up and shelved where needed, also the store room in kitchen.

The kitchen will require dish closets fitted up for that purpose, and slides for passing dishes through to the carving room, hung with weights, to fly up into the head.

The carving room and dining room will be fitted up with dressers. Those in carving room will have dwarf doors, panelled top and bottom, and drawers in the middle, with two nests extending to the floor. All

to have proper fastenings, &c. The dish closets in the dining room will be shelved and fitted up in the usual way, and also those in the carving room.

*Stairs.*—All the stairways, except the iron stairways between the wings and centre building, will be constructed with heart-pine step boards,  $1\frac{1}{4}$  inch thick, of best quality, with one inch yellow pine risers, tongued, glued, and blocked to the risers, and let into the wall string. The rails will be moulded,  $4\frac{1}{2}$  by  $2\frac{1}{4}$  inches, to the principal flights with  $2\frac{1}{2}$  inch balusters, and 10 inch newels, turned; the others will be  $3\frac{1}{4}$  inches by  $2\frac{1}{2}$  and  $2\frac{1}{4}$  inch balusters, with seven inch newels, turned; the newels and rails will be walnut, and the balusters butternut wood.

The first flight will be enclosed with a panel spandrel, with door, &c.; the cellar flight will be constructed as is usual, and located as indicated by the plans.

The steps in the extension rear of centre building will be constructed in the ordinary way, and have a flight to the cellar beneath them.

Attic rooms will be finished in the return wings for dormitories, baggage rooms, and infirmary, with flights of stairs continued up, according to the drawings now made.

The glass screens in the side passages, and in the center building, will be finished according to drawings made to a large scale for them.

Plastering, Painting, Glazing, Plumbing, &c., will be provided for in future specifications.











